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ABSTRACT

This directory contains abstracts of 30 model programs for special population students at California community colleges. Programs are divided into four categories corresponding to the type of special population served. The seven programs for disadvantaged students are as follows: "Career Beginnings"; "Center for Computer Assisted Instruction and Vocational Education"; "GAIN (Greater Avenues for Independence) Consortium"; "Hispanic Women's Mentoring Program"; "IN-D'MAND (Internships for Disabled, Minority, and Disadvantaged Students)"; "MESA/MEP (Mathematics, Engineering, Science Achievement/Minority Engineering Program)"; and "The Student Transition and Retention Program (STAR)." Eight programs for limited English proficient students include the following: "Advancement of Ethnic Representation and Opportunities (AERO)"; "Bilingual Welding and Automotive"; "Computer Bridge Program for English as a Secondary Language (ESL) Students" (designed to bridge students into mainstream computer courses); "Consumer Resource Center"; "Outreach and Orientation for ESL Students"; "Post-Amnesty Transition Program"; "Refugee Employment Social Services"; and "Vocational Matriculation and Bilingual Career Counseling for Higher Level ESL Students." Nine programs for disabled students are abstracted: "Basic Food Service Training"; "Business PC Specialist and Computer Programing for the Physically Challenged"; "Center for the Vocationally Challenged"; "Disabled Student Services"; "Enabler Program"; "High-Tech Center for the Disabled"; "Learning Assistance Program"; "Program for the Hearing Impaired"; and "Project WorkAbility." The following six programs for displaced homemakers and related populations are listed: "Homemaker's Employment Learning Project (H.E.L.P.)"; "New Horizons"; "On the Move"; "SPACE II (Single Parent Adults Choosing Education)"; "Support Service Program to Retain Single Parents/Homemakers in

Vocational Training Programs"; and "Women's Vocational Improvement Program (VIP)." The description of each model includes the following: name of the program; type of resource model and target population; program developers; basic components of the program; any products necessary for implementation; evidence of effectiveness, usefulness, or impact; and information source. Appendixes include college and subject indexes and a glossary. (YLB)

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CE 058 483

CATALOG OF EXEMPLARY VOCATIONAL EDUCATION PROGRAMS FOR CALIFORNIA COMMUNITY COLLEGES' SPECIAL STUDENT POPULATIONS

Prepared for the
Chancellor's Office, California Community Colleges

by

Evaluation and Training Institute
Los Angeles, California

This project was supported by Vocational Education Act funds. The opinions expressed herein do not necessarily reflect the position or policy of the California Community Colleges Chancellor's Office, nor the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

TABLE OF CONTENTS

Page

INTRODUCTION

Development of This Directory 1

PROGRAMS FOR DISADVANTAGED STUDENTS

Career Beginnings 5

Center for Computer Assisted Instruction and Vocational Education (CCAIVE) 6

GAIN (Greater Avenues for Independence) Consortium 7

Hispanic Women's Mentoring Program 8

IN-D'MAND (Internships for Disabled, Minority, and Disadvantaged Students 9

MESA/MEP (Mathematics, Engineering, Science Achievement/Minority Engineering Program 10

The Student Transition and Retention Program (STAR) 11

PROGRAMS FOR LIMITED ENGLISH PROFICIENT STUDENTS

Advancement of Ethnic Representation and Opportunities (AERO) 15

Bilingual Welding and Automotive 16

Computer Bridge Program for ESL Students 17

Consumer Resource Center 18

Outreach and Orientation for ESL Students 19

Post-Amnesty Transition Program 20

Refugee Employment Social Services 21

Vocational Matriculation and Bilingual Career Counseling for Higher Level ESL Students 22

Page

PROGRAMS FOR DISABLED STUDENTS

Basic Food Service Training 25

Business PC Specialist and Computer Programming for the Physically Challenged 26

Center for the Vocationally Challenged 27

Disabled Student Services 28

Enabler Program 29

High-Tech Center for the Disabled 30

Learning Assistance Program 31

Program for the Hearing Impaired 32

Project WorkAbility 33

PROGRAMS FOR DISPLACED HOMEMAKERS AND RELATED POPULATIONS

Homemaker's Employment Learning Project (H.E.L.P.) 37

New Horizons 38

On the Move 39

SPACE II (Single Parent Adults Choosing Education 40

Support Service Program to Retain Single Parents/Homemakers in Vocational Training Programs 41

Women's Vocational Improvement Program (VIP) 42

COLLEGE INDEX 43

SUBJECT INDEX 44

GLOSSARY 48

INTRODUCTION

The Carl D. Perkins Vocational Education Act (VEA) of 1984 placed a dominant emphasis on providing access to quality programs to groups of students traditionally underrepresented in vocational education. A Planning and Future Study Committee, consisting of representatives of the Chancellor's Office and local colleges predicted that the numbers of special population students at the community colleges, including the disabled, the disadvantaged, single parent/displaced homemakers, and limited English proficient students, will grow significantly over the remainder of this century. In early 1990, as one effort to serve these categories of students, the Chancellor's Office funded a VEA special project to develop and disseminate a Comprehensive Resource Model for special populations. This catalog is a final product of that project.

DEVELOPMENT OF THIS DIRECTORY

The following is a roster of the Comprehensive Resource Model Advisory Committee Members:

1. Youn Cha-Chey, Korean Center, Inc.
2. Cassandra Caraway, Los Angeles Mission College
3. Janice Emerzian, Fresno City College
4. Diane Nissen, California Institute on Human Services, Sonoma State University
5. Dan Flores, Delta College
6. Dave Passarell, Project Evaluator

The Advisory Committee agreed on the following criteria for identifying appropriate vocational programs:

1. The program had documentation;
2. It received VEA funds as part of program development;
3. It was developed after 1980;
4. The program targeted at least one of the four special student populations (disadvantaged; disabled; limited English proficient; single parent/displaced homemaker);
5. The program or materials are transportable to other colleges;
6. There is evidence of effectiveness;

To identify exemplary programs matching these criteria, project staff conducted a telephone survey of all 107 colleges. Materials were requested on a number of programs and follow-up calls were made to gather additional information. Recent Chancellor's Office Special Projects which conformed to the project criteria were also identified.

From the programs that were identified, the Advisory Committee selected 10 model programs for development as Vocational Educational Resource Packages (VERPs) and inclusion in this directory.

ORGANIZATION OF THIS DIRECTORY

Each model program is detailed in a one-page abstract. The name of the program is shown at the top of each page, followed by the type of resource model it is and the population it targets. Developers of each program are then listed. A brief description that outlines the basic components of each program follows, and any products necessary for implementation. Evidence of effectiveness, usefulness or impact is also included, as well as an information source who can provide additional background and details.

HOW TO USE THIS DIRECTORY AND OBTAIN ADDITIONAL INFORMATION

For a general review of contents, this directory may simply be scanned. The Table of Contents provides a complete listing of the programs and materials included in the directory. To locate specific programs or materials, consult the College Index or the Subject Index.

Products described in the directory can be requested from the sources listed in the "Information Source" notation on each page.

Additional information is available on the ten model programs selected for development as VERPs. These include the following programs:

- Advancement of Ethnic Representation and Opportunities (AERO)
- Basic Food Service Training
- Bilingual Welding and Automotive
- Business PC Specialist/and Programmer Training: Center for the Vocationally Challenged
- Career Beginnings
- High-Tech Center
- IN-D'MAND (Internships for Disabled, Minority, and Disadvantaged Students)
- Outreach and Orientation for ESL Students
- SPACE II - Single Parent Adults Choosing Education
- Workability

Each college will receive one copy of each VERP. To request additional copies, please contact the Evaluation and Training Institute, 12401 Wilshire Boulevard, Suite 304, Los Angeles, CA 90025, or telephone (213) 820-8521.

Programs for Disadvantaged Students

Career Beginnings

Type of Resource Model and Target Population

Model Program for Disadvantaged Students

Developer

Brandeis University, Center for Corporate and Education Initiatives

Description

Five years ago, Rancho Santiago College matched funds received from both the Gannett Foundation and the Commonwealth Fund to assist economically disadvantaged, at-risk (of dropping out) high school students in overcoming obstacles toward graduation and making post-graduation plans. Each spring, 100 high school juniors are recruited from six different schools to participate in the program. During the summer, the students are assisted in finding jobs that will result in a meaningful work experience. Counselors from the college supervise this activity. Each Friday during the six-week program, the students attend workshops at the college covering career decisions, job hunting, and college admission procedures. That fall, students are matched with a mentor who works with them throughout their senior year at high school. The mentors share their own college experiences and help the students with the application process, as many do not have friends or family who have completed school. A counselor organizes monthly group meeting, with topics that include independent living skills such as time management, study skills, stress management and budgeting. Independent counseling is offered as needed. Social activities are also a part of this program; guest speakers from various fields of interest and careers discuss goals and strategies with the students.

Career Beginnings is a national program, headquartered at the Center for Corporate and Education Initiatives at Brandeis University.

Evidence of Effectiveness, Usefulness, or Impact

The results of the program have been outstanding. According to an internal evaluation of the program, the last four years, 95% of students recruited completed the program and 94% of the students have chosen to attend college; 50% of these have enrolled at Rancho Santiago College.

Information Source

Career Beginnings Program
Rancho Santiago College
1381 W. 17th Street
Santa Ana, CA 92706
attn: Cindy Sorensen, Project Coordinator
(714) 564-5413

Center for Computer Assisted Instruction and Vocational Education (CCAIVE)

Type of Resource Model

Model Resource for Disadvantaged and Limited English Proficient Students

Developer

Los Angeles Valley College

Description

The Center for Computer Assisted Instruction and Vocational Education (CCAIVE) is an open access resource center for all students interested in increasing their learning skills. The lab includes computers and software purchased with Vocational Education Act (VEA) funds. For non-native speakers, software is available that provides tutoring in speaking, writing, reading, and using correct English grammar. Additionally, there are computers that sound out individual words or sentences, making the more difficult sounds that do not appear in certain languages easier students to learn. Lab orientation sessions are available and there are lab assistants to help with any computer problems.

The program was started in 1986 and has expanded from basic reading, writing, and grammar for non-native speakers to include tutorial software for spreadsheet applications, word processing, database, accounting, nursing, engineering, and more.

Evidence of Effectiveness, Usefulness, or Impact

Although no formal evaluation of CCAIVE has been undertaken, college staff consider the center to be a valuable asset. Several classes use the center and several vocational departments at the college gave part of their yearly funds for the expansion of the scope of CCAIVE. 1200 students were served during the 1989-90 school year.

Information Source

Sam Mayo
Dean of Vocational Education
Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, CA 91401
(818) 781-1200

GAIN (Greater Avenues for Independence) Consortium

Type of Resource Model and Target Population

Model Consortium for Disadvantaged Students

Developer

West Valley-Mission Community College District

Description

The West Valley-Mission Community College District has become an active participant in a variety of consortium arrangements, including the GAIN (Greater Avenues for Independence) Consortium. The GAIN Consortium, established in 1986 to assist public assistance recipients, was developed as a model project involving seven community colleges: Foothill College, De Anza College, West Valley College, Mission College, San Jose City College, Evergreen College and Gavilan College. During the first year, the project was partially funded with Vocational Education Special Project monies. More recently, funding has come in part from Vocational Education monies for the Disadvantaged (Part 2A). The primary goals of the project are to identify and recruit GAIN participants; provide training and support services for GAIN participants newly enrolled in the community colleges; promote gender equity; and develop curricular, recruitment and support materials that could be duplicated. A GAIN liaison at each college was responsible for coordinating activities on site. Monthly meetings between County GAIN personnel and representatives from the community colleges is a key element of the project. Coordination between the colleges and the county has resulted in several benefits including identification of GAIN participants to be enrolled at the colleges and development of follow-up procedures.

Products

Recruitment and support service materials were developed as part of the project. This project and other model consortia arrangements are highlighted in a West Valley-Mission CCD publication entitled Accessing Resources through Consortium Arrangements.

Evidence of Effectiveness, Usefulness, or Impact

The project was highly successful both in identifying and providing services to GAIN clients. The 1987-88 goal was to serve 140 individuals; a total of 552 GAIN participants were enrolled that year. The retention rate for the 1987-88 year was 90%.

Information Source

Dr. Fred Prochaska
West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, CA 95070
(408) 867-2200

Hispanic Womens' Mentoring Program

Type of Resource Model and Target Population

Model Program for Disadvantaged Students

Developer

Cypress College

Description

This program provides support services to Hispanic women at Cypress College who are preparing to become Psychiatric Technicians. In the past, retaining students in the Psychiatric Technician Training Program has been difficult. The California Department of Developmental Services reports a severe shortage of 800 Psychiatric Technicians; in order to meet Affirmative Action goals, 480 new Hispanic employees will be needed.

The mentors are female Hispanic administrators at state hospitals who through their own experiences, offer direction and guidance to the students, and also serve as role models. Although demand for services are great, this demonstration project is currently operating on a limited basis with two mentors and four students. The expected outcome of the program is to improve the overall retention of female Hispanic students in the Psychiatric Technician Training Program.

Products

Documents to facilitate implementation of the program have been developed. These include an analysis of mentoring hours, student-mentor contracts and mistake pattern forms.

Evidence of Effectiveness, Usefulness, or Impact

The retention rate of the Mentoring Program has been 100% since the start of the program in August 1990. After one and a half semesters, the participating students have demonstrated a marked increase in grade point average, according to the program director.

Information Source

Jeanne Higgins
Cypress College
9200 Valley View
Cypress, CA 90630
(714) 826-2220 x.283

IN-D'MAND: Internships for Disabled, Minority, and Disadvantaged Students

Type of Resource Model and Target Population

Model Program for Disabled, Minority, and Disadvantaged Students

Developer

De Anza College

Description

This program arranges career internships for disabled, minority, and disadvantaged students, usually lasting between six months and a year. Participants must have a significant amount of units in their field of study and a grade point average of at least 2.5. De Anza College diagnoses the academic strengths and weaknesses of the students as they relate to job descriptions and then prescribes solutions such as specialized courses in the students' weak areas. This guarantees that students will be prepared for their internship and in turn, employers will be able to provide a true career experience.

Products

The IN-D'MAND video features information about career internships. Company executives and managers from IBM and Syntex, college faculty, and student interns speak about the benefits of the partnership. An IN-D'MAND Handbook is being developed to guide other community colleges through the policies, processes, and procedures that made the program a success so that the program can be replicated.

Evidence of Effectiveness, Usefulness, or Impact

Businesses have been supportive of the program, especially IBM, which lent significant support for development from 1987 to 1989 by providing the salary and benefits for a program manager. IBM also provided internships. Other companies have participated by offering internship opportunities or making contributions to the program. Reputable corporations, such as IBM, Syntex, and Unisys, among others, have sponsored high quality internships. Seven of the first ten interns were offered permanent positions following their internship.

Information Source

Dr. Lois Bandeira-Locci
Coordinator, IN-D'MAND Program
De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014
(408) 864-8377

MESA/MEP - Mathematics, Engineering, Science Achievement/ Minority Engineering Program

Type of Resource Model and Target Population

Model Program for Disadvantaged Students

Developer

University of California
California State University
California Community Colleges

Description

MESA (Mathematics, Engineering, Science Achievement) is a program whose mission is to increase the number of historically underrepresented ethnic students graduating from four-year universities with a math-related degree. By making contact with students in junior and senior high-school, MESA ensures that students are familiar with their options for college, including majors, financial aid, and entrance testing. The program organizes study groups, hands-on projects, workshops, and academic advisement.

MEP (Minority Engineering Program) is a subdivision of this program which recruits students from high-schools (and junior colleges in the case of programs at UC and CSU) and offers them orientation and guidance to their first year in college. It provides study skills assistance, career awareness activities, and personal counseling. Also available is the MEP study center, where students can study individually or in groups, speak informally with the staff, and access additional counseling services.

Although these programs have existed for some time at the University of California and the California State University, they have only recently appeared at the community colleges. Some colleges have contributed VEA monies toward the development of these programs on their campuses.

Evidence of Effectiveness, Usefulness, or Impact

When comparing MESA graduates and other ethnic California high-school graduates, approximately six times as many MESA graduates are CSU eligible, six and a half times as many are four-year college enrollees, and over thirteen times as many are recipients of a Bachelor's degree.

Information Source

Lawrence Hall of Science
University of California
Berkeley, CA 94720
(415) 642-5064

The Student Transition and Retention Program (STAR)

Type of Resource Model and Target Population

Model Program for Disadvantaged Students

Developer

Rancho Santiago Community College District, Rancho Santiago College, in cooperation with Santa Ana Unified School District and Central County Regional Occupational Program

Description

Recently, the public high school dropout rate in the city of Santa Ana has increased, along with the frequency of crime, gang violence, and other disturbing events. A number of students feel that even with a diploma, they will never earn more than the minimum wage. Many feel pressure to drop out of school to begin to help with their family finances. This trend could eventually result in a great number of youths unable to find a place in the job market. The Student Transition (STAR) was created to help these students.

A basic component of the STAR program is vocational education. The students are required to complete a vocational course, and thus secure their future with skills in a particular job field. The main objectives of the program include recruiting 17 to 21 year-olds considered at risk of dropping out; testing and enrolling them in academic classes at the Centennial Education Center; advising, counselling, and placing the students academically; reaching out into STAR students' homes and neighborhoods; enrolling them in vocational training; helping them find employment and resolve personal obstacles; and assisting the students until they receive their high school diploma or pass the G.E.D. exam. Ultimately, the STAR program plans to strengthen involvement with parents by visiting homes, having group meetings in homes or in the neighborhood, and circulating literature.

Products

Program materials, including application forms, commitment contracts, individualized educational/vocational planning sheets, attendance cards, and counselor evaluation forms.

Evidence of Effectiveness, Usefulness, or Impact

STAR was studied in 1990 by two independent evaluators who concluded that "STAR is a valuable education program that is meeting its purpose to provide focused intervention in the academic and career lives of potential high school dropout students. Its current high retention rate (greater than 80%) is a clear quantitative measure of its effectiveness."

Information Source

Dr. Adrienne Sims
STAR Program
2900 West Edinger
Santa Ana, CA 92704
(714) 564-5068/5064

Programs for Limited English Proficient Students

Advancement of Ethnic Representation and Opportunities (AERO)

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developer

Golden West College

Description

AERO is an intensive pre-vocational program for non-native speakers of English. It emphasizes receptive and expressive oral communications, reading, and writing standard English, colloquial communication, as well as the learning and understanding of cultural differences faced when working in the public services. The program also includes a mentoring component which allows participants to establish relationships with potential future employers or four-year institutions, and allows employers to identify candidates for employment in law enforcement. The mechanics of the program include recruiting and selecting potential students, pairing them up with advisors or mentors who are currently employed as law enforcement officers, providing financial aid and career counselling as needed, and providing intense pre-vocational instruction.

Because Southern California is so diverse, a tremendous responsibility is placed on the criminal justice system to reflect that diversity. The educational system must work towards this responsibility by preparing individuals to accept positions in these fields. As a result of AERO, there is a core curriculum designed to ensure success for otherwise qualified non-native speakers wishing to pursue a career in law enforcement.

Evidence of Effectiveness, Usefulness, or Impact

The task of recruiting a diverse police force is becoming more difficult for many law enforcement agencies. AERO is a very useful program because it grooms individuals from underrepresented populations for rewarding and well-paid public service careers. The program has been recognized as an innovative approach to recruitment and training by several California law enforcement agencies.

Information Source

Art Delgado
Administration of Justice
Golden West College
15744 Golden West St.
Huntington Beach, CA 92647
(714) 895-8369

Bilingual Welding and Automotive Programs

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developers

Santa Barbara City College

Description

Santa Barbara City College (SBCC) offers a vocational program for Spanish speaking students at beginning or lower levels of ESL who want to pursue a career in welding or automotive services. Using a bilingual classroom approach, the student begins to learn content immediately in his/her own language. This approach facilitates the transition to familiarity with terminologies and usages in English.

The welding instruction is presented in both English and Spanish by a bilingual instructor. "Hands-on" applications and individual assistance are also offered in Spanish. Automotive services instruction also includes full time bilingual assistance. There is individual and small group assistance in Spanish and materials available in Spanish for some of the courses. Again, "hands-on" applications are an important component of the courses.

The Academic Skills Center at the college utilizes a reading instructor who has taken the introductory auto course as a support to students. The Skills Center provides the students intensive reading instruction in small groups. Additionally, support services are offered to ESL vocational students. Included are bilingual tours to occupational programs, a vocational/technical fair, Occupational Program Open House, counseling, personal interest assessments, and coordination between the ESL and Vocational Programs.

Evidence of Effectiveness, Usefulness, or Impact

Students with previous experience in Mexico have been enrolling rapidly, as the courses will prepare them to become certified welders in a relatively short period of time. Prior to program initiation, relatively few Hispanic students enrolled in the classes. Now in most classes, the Hispanic representation is at the 30-40% level. The expectation is that this trend will continue as the program is refined.

Information Source

Paul Molloy
ESL VEA Coordinator
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-9990
(805) 965-0581

Computer Bridge Program for ESL Students

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developer

San Francisco Community College Centers

Description

Some of the San Francisco Community College Center campuses have an enrollment of up to 95% ESL students. This program was developed to prepare ESL students to enter into mainstream computer classes. Using a curriculum that introduces limited English speakers with few computer experiences to the basics of using a PC, the program acts as a bridge, helping the students succeed in mainstream classes.

The program is listed in the district-wide directory and is open to all students, but almost all who enroll in it are from the ESL pool.

This program was started two years ago and generated some interest at that time. It is currently very popular and fills each term.

Evidence of Effectiveness, Usefulness or Impact

There are approximately sixty students in the program at any one time. By the end of the program, the ESL students who have participated are bridged into the regular computer programs. They enter the mainstream classes with an understanding of word processors, data bases, and spreadsheets. The program proves its effectiveness when the students who have bridged do much better than their native English speaking classmates.

Information Source

Steve Hellerman
Director
San Francisco Community College Centers
33 Gough Street
San Francisco, CA 94103
(415) 561-1875

Consumer Resource Center

Type of Resource Model and Target Population

Model Resource for Limited English Proficient Students and Displaced Homemakers

Developer

Mt. San Antonio College

Description

Located in downtown Pomona next door to the campus outreach center for remedial and Limited English Proficient students, the Consumer Resource Center serves students from the college as well as members of the community. Disadvantaged individuals and displaced homemakers are the targeted clientele. In addition to providing a range of services and information, the Center acts as a recruitment center for non-credit students. The Pomona community is more than 40% limited English speaking and many local residents are hesitant to approach the college. The Center is one effort by the college to reach the people in its service area.

Under the guidance of a part-time director, the Center holds monthly seminars on consumer issues such as use of credit, bankruptcy, taxes, and toy safety. In addition, the Center maintains a consumer video library and a rack of bilingual consumer literature. Center staff are available for call-in or walk-in consultations on problems such as consumer debt. The Center also receives referrals through linkages with local churches, adult schools and other agencies.

Funding for the center comes in part from VEA monies and in part from a JC Penney Company Grant.

Evidence of Effectiveness, Usefulness, or Impact

The Center has served over 100 walk-in clients since its inception last year and has disseminated more than 1000 pieces of literature. The average number of daily visitors has been growing steadily as the community learns about the services available.

Information Source

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789
Ms. Joanne Driggers
(714) 594-5611 x.4684
Ms. Paula Renee
(714) 623-0401

Outreach and Orientation for ESL Students

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developers

Santa Barbara City College

Description

Santa Barbara City College (SBCC) has a policy of continuously modifying its outreach to ESL students to better serve their needs. Recent efforts have proved to be especially effective.

All middle and upper-level ESL students attend an orientation that introduces all the vocational programs available at the college. Students are shown a videotape and career planning guides and vocational careers pamphlets are distributed to them. Finally, the students are provided with information about career counseling.

Other activities, such as orientation tours to all the vocational/technical areas, including a visit to the electronics program run by a non-native speaker of English, were also scheduled.

Evidence of Effectiveness, Usefulness, or Impact

Approximately five hundred students were exposed to the orientation program. As a result, many more students than usual took advantage of counseling services and more than 150 came for follow-up advisement.

Information Source

Paul Molloy
ESL VEA Coordinator
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-9990
(805) 965-0581

Post-Amnesty Transition Program

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developer

Cerritos Community College

Description

A number of the Central American refugees who have recently received legal amnesty in the U.S. held office support positions and other technical jobs in their home country. However, they have been unable to find employment at similar levels here due to their lack of English proficiency. The Post-Amnesty Transition Program offers three bilingual introductory vocational education courses: Business Education, Beginning Drafting, and Life Management. The courses ease the students into the material in Spanish. As the course progresses, the teacher increasingly instructs in English, slowly shifting the students out of Spanish while presenting the technical curriculum. This gradual transition into English helps reduce the high attrition rate among those who might normally feel very alienated and intimidated by the classroom environment. In addition, several counselors and instructional aids help increase retention by calling those students who miss class to find out what their problem may be and to encourage them to continue in the program. The program pays for the students' tuition, books, and parking.

In the Business Education course, the students are re-learning the keyboard in English. Fluency with the keyboard is essential for most office positions including secretary, word processor, data processor, accountant, etc., and the students are highly aware that this skill is a prerequisite for many jobs. The course uses the technical training to entice amnesty recipients to learn basic English.

Evidence of Effectiveness, Usefulness, or Impact

The evidence of success for this program is the large number of students who transfer into college credit programs. As of the Spring Semester of 1991, more than half (52%) of the Amnesty Students enrolled in credit courses. In addition, Cerritos College reports a very strong retention rate of the vast majority (83%) of their Amnesty students.

Information Source

Keith Adams
Dean of Vocational Education/Extended Day
Cerritos Community College
11110 East Alondra Boulevard
Norwalk, CA 90650
(213) 860-2451

RESS - Refugee Employment Social Services

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developer

Fresno City College

Description

Refugee Employment Social Services (RESS) clients are refugees who have applied for public assistance and have been in the United States for less than one year. The goals of the RESS program are to integrate clients as quickly as possible, raise their self-esteem, and make them believe that they can be self-sufficient in the U.S. The program also increases clients' understanding of the labor market so they are able to function comfortably within it, and helps them choose appropriate employment. Clients attend pre-employment training for 25 hours each week.

The RESS staff represents eight different languages, and Fresno City College students are recruited for tutoring and assistance with grammar, pronunciation, math, and individual counseling. Weekly field trips expose the students to a variety of American workplaces.

Evidence of Effectiveness, Usefulness, or Impact

The RESS program started in 1989 with fifteen clients. As of April 1990, 56 clients had been served and 15 had been placed in jobs. The clients have included refugees from Soviet Armenia, the USSR, and Cambodia, Laos, and Vietnam.

Information Source

Robert E. Fox
Fresno City College
1101 East University
Fresno, CA 93741
(209) 442-4600

Vocational Matriculation and Bilingual Vocational Counseling for Higher Level ESL Students

Type of Resource Model and Target Population

Model Program for Limited English Proficient Students

Developer

Ventura Community College

Description

The greater Ventura area is home to a large number of individuals with limited English proficiency. This program was developed in an effort to provide assistance to higher level ESL students who do not fit into regular matriculation and vocational guidance programs. The program has several components and receives funding from a number of sources including Vocational Education Act (VEA) monies, State Legalization Impact Assistance Grant (SLIAG), and the district's General Fund, among others.

VEA funds go primarily for the vocational matriculation counseling component which provides bilingual vocational guidance services to students interested in entering programs such as welding. Bilingual classroom aides assist the students who are placed in these classes.

Evidence of Effectiveness, Usefulness or Impact

The program has existed for the last 10 years, but has grown in the last four from 150 participants to 240. The increased demand for the program is documentation of its perceived usefulness.

Information Source

Mr. Jaime Casillas
Ventura College
4667 Telegraph Road
Ventura, CA 93003
(805) 654-6400

Programs for Disabled Students

Basic Food Service Training

Type of Resource Model and Target Population

Model Program for Disabled Students

Developer

Contra Costa College

Description

Contra Costa College (CCC) has incorporated non-traditional forms of instruction to provide opportunities in the area of food service for students with developmentally delayed learning disabilities (DDL). Job coaching translates regular lectures and assignments into demonstrations and repetitive "hands-on" instruction. The students remain in training until they are proficient, and are then referred to a job placement program designed for the disabled.

The curriculum consists of three components: table service, dishes, and cooking. For table service, the students are taught to set tables with cloth and crystal, pour water and coffee, bus tables, set up side stands, reset tables, and fold napkins in several styles. The next part of the course has to do with setting up and breaking down dish and pot machines according to health codes. Cooking is the final part of the program. It includes setting up salads, pizzas, and sandwiches, using kitchen utensils, and baking muffins, cookies, and donuts.

Evidence of Effectiveness, Usefulness, or Impact

During a three year span between 1986 and 1989, the DDL population at Contra Costa College has more than tripled. With this program, students have been able to experience vocational training and placement into employment. With continued support from local industry and continued consistent demand, the program hopes to further expand the training opportunities for the DDL student population.

Information Source

Steve Cohen
Culinary Arts Program
Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806
(415) 235-7800 ex.372-220

Business PC Specialist and Computer Programming Training for the Vocationally Challenged

Type of Resource Model and Target Population

Model Program for Disabled Students

Developer

Grossmont College

Description

The Business PC Specialist Program for the Vocationally Challenged was designed to meet both the business community's need for people proficient at applications software and the physically disabled community's need for stimulating careers. The courses included in this program are "hands-on" classes with computers. The curriculum covers databases, spreadsheets, word processing, accounting, business communications, telecommunications, and presentation graphics. Not only is the technical side of business stressed, but also a well-rounded background as a business professional. Mentors provide guidance and direction for the students. Full college credit is received for these classes and a Grossmont College Software Specialist Certificate is awarded upon successful completion of the program.

The Computer Programming Training Program for the Vocationally Challenged trains disabled adults to become proficient programmers using PC software products, PC and mainframe environments, and structured COBOL, C, and dBASE programming. This program also includes an emphasis on a solid background as a business professional similar to the PC Specialist Program.

Evidence of Effectiveness, Usefulness, or Impact

Computer Training for the Physically Disabled is successful due to the combined effort of the Business Advisory Council (BAC), IBM, the State Department of Rehabilitation, and Grossmont College. The combination of these efforts has resulted in abundant funding towards the acquisition of state-of-the-art equipment, the waiver of standard fees (i.e. textbooks and parking), and an overall high quality training program. The retention rates for Grossmont's students have been high, and completion of either of the programs, results in a qualified business person.

Information Source

Mr. Scott Barr, Director, Center for the Vocationally Challenged
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 465-1700

Center for the Vocationally Challenged

Type of Resource Model and Target Population

Model Resource for Disabled Students

Developer

Grossmont College

Description

The Center for the Vocationally Challenged provides comprehensive support services to disabled students at Grossmont College. After testing clients' aptitude and gathering information regarding their academic skills, perceptual and physical capabilities, and work history, a vocational profile is prepared for each one. Through small groups and individual instruction, the clients learn about office and computer-related occupations. Identification of devices needed to assist the students on the job and required work space modifications are considered. After this process, students learn how to write resumes, cover letters, prepare for interviews, complete applications, etc. to prepare them for successful placement in competitive careers.

Anyone with a learning, physical, or other disability that presents them with extenuating circumstances regarding employment is qualified to utilize these resources. The center is dedicated to doing its best to help them obtain employment. This includes helping them determine their vocational needs, providing training, books, supplies, tools, adaptive equipment, and transportation assistance free, identifying a career or vocation that suits them best, and helping them overcome barriers to employment.

Specific job training programs coordinated through the center are described in this document under the heading "Business PC Specialist and Computer Programming for the Physically Challenged."

Evidence of Effectiveness, Usefulness, or Impact

A 1990 self-study of the Center for the Vocationally Challenged determined that the center had made significant accomplishments in the areas of student retention, provision of support services such as expedited registration and computer loans, training provided and follow-up.

Information Source

Mr. Scott Barr
Director, Center for the Vocationally Challenged/Grossmont College
8800 Grossmont College Dr.
El Cajon, CA 92020-1799
(619) 465-1700

Disabled Student Services

Type of Resource Model

Model Program for Disabled Students

Developer

Riverside Community College

Description

Riverside Community College has a variety of programs to serve disabled students. In 1961, Riverside began one of the first programs in the nation to meet the needs of hearing impaired students. Services were expanded in 1975 to include physically disabled students and again in 1981, to include students with learning disabilities. In addition to basic skills classes, a broad range of services are offered, such as personal and academic counseling, priority registration, note-taking services, interpreters for the deaf, equipment loans, a computer lab with adapted equipment, tutors, test assistance, transcription services, and adaptive physical education classes. The focus of the program is to help mainstream disabled students at the college. To help these students further, the college loans special equipment such as tape recorders with adjustable speed, scanners that read printed text aloud, and computers and software for aid in writing, mathematics and typing skills.

For the learning disabled, there are special classes offered for reading, spelling, oral and written language, and study skills. Instruction is highly individualized, classes are either one-on-one or small groups. Instruction in study strategies and test-taking techniques is available.

Evidence of Effectiveness, Usefulness, or Impact

This program has continually and expanded its scope of services for thirty years. During the 1989-90 school year, over 360 students used the support services. An average of 12 to 14 graduate annually with an A.A. degree.

Information Source

Paula McCroskey
Coordinator of Disabled Student Services
Riverside Community College
4800 Magnolia Avenue
Riverside, CA 92506-1299
(714) 684-3240 ex. 251

Enabler Program

Type of Resource Model

Model Program for Disabled Students

Developer

Hartnell College

Description

The goal of the Enabler program at Hartnell College is to develop quality programs and services for disabled college students. As part of this goal, the Enabler program has committed to maintaining an integrated team of excellent and dedicated staff, and to obtaining the most technologically advanced support services available for disabled students.

The program is designed to ensure that disabled students establish themselves as a part of the general student body. By analyzing students' needs, and providing them with counseling and educational planning services, technology training, and coaching in study skills, the program equips students with the tools they need to enter the mainstream. Additional services offered to program participants include access to the educational skills lab and High-Tech Center, adaptive physical education, specialized equipment, and interpreter, note taking and reading services.

Evidence of Effectiveness, Usefulness, or Impact

Presently, over 150 students receive specialized academic counseling, over 150 are involved in adaptive physical education, over 60 use the educational skills lab. In addition, over 80 have taken a skills assessment. Students have returned to thank the Enabler Program staff for the help and encouragement they received.

Information Source

Wayne Davis
DSP&S Coordinator
Enabler/Counselor Specialist
Hartnell College
156 Homestead Avenue
Salinas, CA 93901
(408) 755-6700

The High Tech Center for the Disabled

Type of Resource Model and Target Population

Model Resource Program for Disabled Students

Developers

California Community Colleges Chancellor's Office
California Department of Rehabilitation
California Health and Welfare Agency
Community College Foundation
(program exists at more than 60 California community colleges)

Description

The High Tech Center program is a cooperative project involving the support of several state agencies. The assistive technologies provided by this program give disabled students access to computer resources. The program provides training in software applications for individuals with Acquired Brain Injury (ABI) or Learning Disabilities (LD), and conducts research into new technologies for the disabled. The High Tech Center Training Unit acts as a central information clearinghouse for all the High Tech Center programs.

Individual programs supported by the High Tech Center include Adapted Computer Technology (ACT), which is any addition to a computer program or device that allows a disabled student to see a computer monitor or use a keyboard. Another program focuses on providing services and software to students with ABI or LD.

Evidence of Effectiveness, Usefulness, or Impact

The High Tech Center Program has been so successful, it has been implemented on many community college campuses. Support is given daily to over 150 professionals working at High Tech Centers daily. In addition, there is a bimonthly newsletter and an electronic bulletin board system to aid communication between sites and the Center. The Center is constantly researching new and emerging access and instructional technologies, providing information to the postsecondary educational system.

Information Source

Mr. Carl Brown
High Tech Center Training Unit
21050 McClellan Road
Cupertino, CA 95014
(408) 996-4636

The Learning Assistance Program (L.A.P.)

Type of Resource Model and Target Population

Model Program for Disabled Students

Developer

Allan Hancock College

Description

The Learning Assistance Program serves the needs of two groups of students: those with specific learning disabilities, and those with permanent or temporary physical disabilities. The services offered by the programs are available to students with verifiable physical, communication, and visual disabilities and to students with temporary conditions such as broken bones and sprains. Students are eligible to receive services free of charge as long as they meet the general college admission requirements. The services include specialized counseling, special parking, mobility assistance, interpreters for deaf students, note-taking services, readers, special testing arrangements, taped textbooks, registration assistance, wheelchairs and crutches, Phonic Ear FM systems, Telecommunications Devices for the Deaf (TDD), talking calculators, Perkins Brailler, and large print resources. The L.A.P. support services are designed to help students with disabilities succeed in college.

Evidence of Effectiveness, Usefulness, or Impact

L.A.P. has experienced continual growth since its inception. The student attrition rate is approximately 20-25%, compared to the overall college attrition rate of approximately 40%. An outside evaluation in 1985 found the program to be successful and yearly internal evaluations confirm this.

Information Source

Mike McMahan
Learning Disabilities Specialist
Allan Hancock College
800 S. College Dr.
Santa Maria, CA 93454
(805) 922-6966

Program for the Hearing Impaired

Type of Resource Model

Model Program for Disabled Students

Developer

Los Angeles Trade and Technical College

Description

One- and two-year programs in over 90 major areas are offered for the hearing impaired at L.A. Trade and Technical College. Four special education courses are also offered in sign-language. Interpretive services are available, along with parking, expedited registration, financial aid, help with book purchases, and note-taking services. The program assesses students' goals and depending on their ambitions, offers them certificate or degree programs. For the hearing-impaired who are already working in industry, certificates of proficiency are offered in many areas. Program staff provide assistance with grant applications; low-income program participants are awarded tuition waivers.

Evidence of Effectiveness, Usefulness, or Impact

Approximately 100 deaf students attend day and evening classes; the program has been successfully operating since 1969.

Information Source

Dottie Soltis
Counselor for Deaf and Hearing Impaired
L.A. Trade and Technical College
400 West Washington Blvd.
Los Angeles, CA 90015
(213) 744-9035

Project WorkAbility

Type of Resource Model and Target Population

Model Program for Disabled Students

Developers

WorkAbility was jointly developed by the California community colleges and the Department of Rehabilitation. Thirty community colleges have implemented WorkAbility.

Description

This project is designed to help disabled students find employment. It includes vocational assessment, career counseling, decision-making skills, job seeking techniques, interview and resume skills, and assistance with job placement. To be eligible, students must be enrolled in (or willing to enroll in) a class at the college; have a goal of obtaining paid, permanent employment; be able to qualify for Department of Rehabilitation services; and have a realistic career goal. Individual colleges tailor the program to meet local needs. The program concept is the same at all colleges, but the size of the program and the populations served vary.

The funding for WorkAbility is a combination of federal support from the Department of Rehabilitation and state or local support from individual colleges.

Evidence of Effectiveness, Usefulness, or Impact

In 1989-90, 2,720 students were served at 30 sites. 881 of these students were placed in full-time or part-time employment that lasted 30 days or longer for a placement rate of 33%.

Information Source

Gwen Tracy
Statewide Project Coordinator
The Community College Foundation
717 K Street, Suite 400
Sacramento, CA 95814
(916) 446-5881

Programs for Displaced Homemakers and Related Populations

Homemaker's Employment Learning Project (H.E.L.P.)

Type of Resource Model and Target Population

Model Program for Displaced Homemakers

Developer

Rio Hondo College

Description

Three times a year, Rio Hondo College offers a non-credit course for adults who have been out of the work force. It is geared towards middle-aged adults who seek a non-traditional occupation or who have lost the support of a spouse through either death, divorce, or another crisis. The goals of the program are to help participants identify a career best suited to their abilities and interests through counseling, testing, and other presentations, to teach them how to obtain a job through readiness workshops, and to raise their level of self-confidence.

By the end of the course, each person has developed his or her own resume and has a plan for their future education and career goals.

Evidence of Effectiveness, Usefulness, or Impact

Since its inception in Spring of 1981, the program has successfully graduated 495 adults. Of the 495 graduates, nearly 80% have continued with regular credit classes at Rio Hondo College. The retention rate of the program is between 80% and 90%, and at least half of the drop-outs are attributed to a lack of child care services. Program restructuring next year will include child care.

Information Source

Barbara Booth
or Josie Alva
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90608
(213) 692-0921

New Horizons

Type of Resource Model and Target Population

Model Program for Displaced Homemakers and Other Disadvantaged Individuals

Developers

Rancho Santiago College

Description

New Horizons offers services for both Rancho Santiago College students and members of the local community. Working with other student services on campus, New Horizons offers instructional support, counseling, and special events throughout the year for displaced homemakers and other disadvantaged students.

The Single Parent/Homemaker program assists in the transition from housework to paid employment or helps them upgrade to a higher paying position by providing help with job training, career decisions, child care information, and outreach and support activities.

The Re-Entry program (for both men and women) offers counseling, encouragement, and information to anyone resuming their education through seminars and support groups. Programs are also offered to those with goals in non-traditional careers, those who are in need of tutoring, and those with financial and academic needs. Bilingual assistance is also offered with respect to academic, personal, and career concerns.

Other New Horizons programs include tutoring services to vocational students in both basic skills and course content areas; Advance program (for job-oriented students with academic and financial needs); Non-traditional Career Program; and Senior Services for Older Adults which offers older adults a way "improve with age" through academic and career counseling, seminars, newsletters, social activities, and volunteer opportunities.

Evidence of Effectiveness, Usefulness, or Impact

The New Horizons program has been funded by both VEA and district dollars since its inception in 1976. The program's stability and success is attributed to its unique combination of resources, allowing it to serve students with needs in more than one area without sending them to other parts of the college. Each semester, the program provides resources for approximately 1600 students seeking non-traditional careers, 600 single parents and displaced homemakers, 600 adults re-entering college, and several hundred senior adults.

Information Source

Sara Lundquist, Director of New Horizons
Rancho Santiago College - 1530 W. 17th Street
Santa Ana, CA 92706 (714) 564-6151

On The Move

Type of Resource Model

Model Program for Displaced Homemakers

Developer

Santa Monica College
Family Service of Santa Monica
Santa Monica Unified School District Children's Centers

Description

On The Move is a transitional program for young mothers who want to attend college. The program is open to young mothers between the ages of 17-21 who live in the Santa Monica area. Potential students must have specific educational and career goals. Preference is given to single parents and women with financial need. The program provides quality child care at Santa Monica High School while students are in class or studying. Other services include case work provided by a social worker, patenting classes, and financial assistance with books and registration fees. For mothers who need to work, part-time campus jobs are available. Continuous educational and academic counseling and long-range planning is offered by two single parent counselors.

Santa Monica colleged initiated the program with the help of a $1600 mini-grant. The Santa Monica city council recognized the program, and awarded the college $50,000 to continue the program. This grant includes allotments for child care, a social worker and a college instructor.

Evidence of Effectiveness, Usefulness, or Impact

On The Move currently serves eleven women in the Santa Monica area, with several more on a waiting list. The program has successfully run since September 1989 with a retention rate of 92%. The program is scheduled to expand to the greater Los Angeles area when funds become available.

Information Source

Tina Feiger
Santa Monica College Women's Center
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 452-9338

SPACE II - Single Parent Adults Choosing Education

Type of Resource Model and Target Population

Model Program for Single Parents and Displaced Homemakers

Developer

Bakersfield College

Description

SPACE II is an expansion of the SPACE program, begun at Bakersfield College in 1988-1989. The goals of the program include identifying, recruiting, and retaining single parents within the community and assisting them to deal with both social and psychological frustrations and other personal problems such as verbal, substance, childhood, and physical abuse. Through the program, students are able to remediate basic skills and improve their self-esteem. On-going child care and other support services are available for all SPACE participants. SPACE constantly tries to increase the number of transfer students to the vocational education program, to utilize the college Basic Skills Comprehensive lab, and to work with the Division of Applied Science in the development of vocational education opportunities for single parent participants.

Products

A fourteen page description of all the themes, goals, and objectives is available along with a detailed fifteen page curriculum, indicating hour by hour what activities are included in the courses.

Evidence of Effectiveness, Usefulness, or Impact

SPACE II addresses areas of the original SPACE program that needed improvement: an expanded SPACE curriculum; the development of long-term tracking and follow-up procedures; a lengthened program; and increase in the availability of services. The program is constantly updated through student and self-evaluations to meet the varying needs of the participants from semester to semester.

Of the 135 total number of participants served since the program's inception in 1988, 106 have finished the SPACE program for a 79% rate of retention.

Information Source

Phyllis Hullett, Director, SPACE II
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4339

Support Service Program to Retain Single Parents/Homemakers in Vocational Training Programs

Type of Resource Model and Target Population

Model Program for Single Parents and Displaced Homemakers

Developer

Napa Valley College

Description

Napa Valley College staff noted the difficulty in retaining single parents and displaced homemakers in programs at the college. This program was designed to retain as many students as possible by leveraging services to aid single parent/homemakers in reaching their occupational goals.

The program provides participants with specialized counseling services. The program counselor functions as a case manager and coordinates a wide array of services and financial resources for her clients. Half her salary is paid by a VEA grant, and the other half is paid for with District funds.

Evidence of Effectiveness, Usefulness, or Impact

The program was started in 1986 and has served over 100 single parents/displaced homemakers each year. Other colleges have looked to them for advice in this area.

Information Source

Laura Eckland
Napa Valley College
Napa, CA 94558
(707) 253-3095

Women's Vocational Improvement Program

Type of Resource Model

Model Program for Displaced Homemakers

Developer

Los Angeles Community College District, Los Angeles Trade and Technical College

Description

The Career Counseling Center at Los Angeles Trade and Technical College offers a Women's Vocational Improvement Program (VIP). The program is open to women who have been out of the job market for several years or who are feeling dissatisfied with their present job. A non-credit course helps individuals identify employable skills and interests, and provides guidance in reaching goals; four units of optional credit can be earned. Instruction includes skills identification, life and career planning, assertiveness training, job availability and searching, resume writing, college resource usage, job interviewing, career testing, problem solving, time management, non-traditional careers, effective communication, and re-entry needs. Special speakers make presentations describing their specific careers. At the end of the course, each student prepares a current resume and a career plan.

Evidence of Effectiveness, Usefulness, or Impact

The program has been running for the last ten years. There has been such a great response from advertising in the catalog and newspaper, and through word of mouth, that the program is offered every semester.

Information Source

Rosemary Royal
Assistant Director
Career Counseling Center
L.A. Trade-Technical College
400 West Washington Blvd.
Los Angeles, CA 90015
(213) 744-9492

COLLEGE INDEX

Allan Hancock College

The Learning Assistance Program (L.A.P.), 31

Bakersfield College

SPACE II - Single Parent Adults Choosing Education, 40

California Community Colleges Chancellor's Office

The High Tech Center for the Disabled, 30
MESA/MEP, 10
Project WorkAbility, 33

Cerritos Community College

Post-Amnesty Transition Program, 20

Contra Costa College

Basic Food Service Training, 25

Cypress College

Hispanic Womens' Mentoring Program, 8

De Anza College

GAIN (Greater Avenues for Independence) Consortium, 7
IN-D'MAND: Internships for Disabled, Minority,
and Disadvantaged Students, 9

Evergreen College

Gain (Greater Avenues for Independence) Consortium, 7

Foothill College

GAIN Consortium (Greater Avenues for Independence), 7

Fresno City College

RESS - Refugee Employment Social Services, 21

Gavilan College:

GAIN (Greater Avenues for Independence) Consortium, 7

Golden West College

Advancement of Ethnic Representation and Opportunities (AERO), 15

Grossmont College

Business PC Specialist and Computer Programming Training for the Physically Challenged, 26

Center for the Vocationally Challenged, 27

Hartnell College

Enabler Program, 29

Los Angeles Valley College

Center for Computer Assisted Instruction and Vocational Education (CCAIVE), 6

Los Angeles Trade and Technical College

Program for the Hearing Impaired, 32
Women's Vocational Improvement Program, 42

Mission College

GAIN (Greater Avenues for Independence) Consortium, 7

Mt. San Antonio College

Consumer Resource Center, 18

Napa Valley College

Support Service Program to Retain Single Parents/Homemakers in Vocational Training Program, 41

Rancho Santiago College

Career Beginnings, 5
New Horizons, 38
The Student Transition and Retention Program (STAR), 11

Rio Hondo College

Homemaker's Employment Learning Project (H.E.L.P), 37

Riverside Community College

Disabled Student Services, 28

San Francisco Community College Centers

Computer Bridge Program for ESL Students, 17

San Jose City College

GAIN (Greater Avenues for Independence) Consortium, 7

Santa Barbara City College

Bilingual Welding and Automotive Programs, 16
Outreach and Orientation to ESL Students, 19

Santa Monica College

On the Move, 39

Ventura Community College

Vocational Matriculation and Bilingual Vocational Counseling for Higher Level ESL Students, 22

West Valley College District

GAIN (Greater Avenues for Independence) Consortium, 7

SUBJECT INDEX

Acquired brain injury: 30
Automotive: 16

Bilingual classes/services: 16, 20, 22

Child Care: 39, 40

Computers: 6, 17, 20, 26, 27, 30, 28, 40

Consortia: 7

Counseling
- Career: 5, 8, 9, 11, 15, 19, 21-22, 26-29, 32, 37, 39, 40
- Personal: 5, 11, 16, 18, 20-21, 28, 31, 38-41

Degree programs: 26, 32

Disabled
- Physically: 25-33
- Learning: 25, 28, 30-31

ESL (English as a Second Language): 16-22

Food service: 25

Gender Equity: 7, 37-42

Hearing impaired: 28, 31-32

High School Outreach: 5, 10

Internships: 9

Job coaching: 25

Job placement: 5, 9, 25-27, 33, 39

Law enforcement: 15

Mentoring: 5, 8, 15, 26

Parenting: 38-40

Physical education: 28-29

Pre-vocational instruction: 6, 17, 21

Psychiatric technicians: 8

Public sector careers: 8, 15

Re-entry: 20, 37-38, 42

Refugees: 20, 21

Remediation: 6, 18, 28, 40

Senior Services: 38

Single Parents: 38-40

Welding: 16, 22

46

GLOSSARY

Disabled: Having a physical or neurological dysfunction which limits one's ability to perform many tasks in the manner employed by fully-abled individuals. Students with learning disabilities, acquired brain injury, congenital defects or hearing or sight impairment are considered disabled.

Gender Equity: Refers to efforts by the California Community Colleges to eliminate barriers and improve students' access to vocational education training programs regardless of their sex. Programs serving single parents, displaced homemakers and students pursuing training considered non-traditional for their sex are many times referred to inclusively as "Gender Equity Programs."

Internship: A paid or unpaid employment experience of specified duration during which one is in an on-the-job learning or training mode.

Job Coach: An individual who accompanies an employee/client to his or her job for the purpose of providing direct supervision, feedback, additional training and support. Job coaches frequently work with developmentally and emotionally disabled workers.

Matriculation: A legislatively mandated program requiring community colleges to provide student services such as orientation, assessment and counseling/advisement in an effort to assist greater numbers of students to reach their academic goals.

Mentoring: Refers to a student services model in which a mentor develops a one-on-one relationship with a protege for the purpose of providing personal and academic assistance and role modeling. Mentors and proteges are typically matched based on common interests or background.

Persistence: A student persists to the subsequent term when any grade (other than no show) appears on the transcript for the subsequent term.

Remediation: The improvement of study habits and the raising of students' general competence to prepare them for college-level coursework.

Retention: A student is retained in a class when the transcript shows a grade of A, B, C, CR, D, or I on the student's transcript at the end of the term.

Transfer: Refers to students who enroll at a four-year institution after completing two years at a community college.

Transition: Refers to students who complete a program or degree at a community college and then enter the workforce.